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ABSTRACT

This report seeks to assist employees of the military services to increase their awareness of and knowledge about Hispanics beyond what they see in popular culture. The report includes an overview and update about Hispanic demographics in the United States. It also discusses a few cultural issues and provides information intended to help organizations enlighten their members during their observance of Hispanic Heritage Month, September 15-October 15, 2000. Following an introduction, the report is divided into five sections: (1) "Hispanics in the U.S." (Children Indicate Continued Growth of Hispanics; About the Hispanic Population); (2) "Hispanics in the Department of Defense and U.S. Coast Guard" (Hispanics in the Senior Ranks); (3) "The Future" (Our Future Officers: Accession Programs; Low Supply: Recruiting and Retention Challenges; High Demand; Closing the Gap); (4) "Cultural Considerations" (Acculturation; Importance and Influence of Family; Education; Gender Roles: Machismo); and (5) "Conclusion." Appended is information about Web sites and Hispanics involved in subject areas of: politics, entertainment, writing, art, medicine, science, social activism, sports, business, education, and military firsts. (Contains 50 references.) (BT)

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Hispanic Heritage Month 2000: Children--Our Future.

Defense Equal Opportunity Management Institute, Directorate of Research, Florida

Department of Defense, Washington, D.C.

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Hispanic Heritage Month

Our Future

September 15-October 15
2000

Prepared by Directorate of Research
Defense Equal Opportunity Management Institute
Patrick Air Force Base, Florida 32925-3399

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HISPANIC HERITAGE MONTH 2000
CHILDREN...OUR FUTURE

PREFACE

Lieutenant Robert K. Lee, USN, assigned to the Naval School of Health Sciences, Bethesda, Maryland, served as a participant in the Topical Research Intern Program at the Defense Equal Opportunity Management Institute (DEOMI) from February 23 until March 23, 2000, and conducted the research to prepare this report. The Institute thanks LT Lee for his contributions to the research efforts of DEOMI.

SCOPE

The Topical Research Intern Program provides the opportunity for servicemembers, Department of Defense and Department of Transportation civilians to work on diversity and equal opportunity projects while on a 30-day tour of duty at the Institute. During their tour, the interns use a variety of primary and secondary source materials to compile a review of data or research pertaining to an issue of importance to equal opportunity (EO) and equal employment opportunity (EEO) specialists, supervisors, managers, and other leaders throughout the Services. The resulting publications (such as this one) are intended as resource and educational materials and do not represent official policy statements or endorsements by the DoD or any of its agencies. The publications are distributed to EO/EEO personnel and selected senior officials to aid them in their duties.

September 2000

The opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military Services, or the Department of Defense.

Cover Design by Gary Spurlock, Patrick Air Force Base Visual Services

The photographs on the front cover are family members of Hispanics assigned to the Defense Equal Opportunity Management Institute. Clockwise they are: Zahilly Salinas, daughter of Mrs. Eileen Gonzalez; Nicholas Reyes, son of Army Captain Enrik Reyes; Joel D. Cruz, son of Army Master Sergeant Sam Cruz; Carmen R. Feliciano; daughter of Army Master Sergeant Ramon Feliciano-Negron; Nicol Mercado, daughter of Coast Guard Lieutenant Juan Mercado; and Marangelí Rivera Rodriguez, daughter of Master Sergeant P. Rivera Acosta, Jr.

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INTRODUCTION

Even a cursory glance at popular culture today reveals the growing influence of Hispanics in the United States. Billboard's Top 100 Albums for March 25, 2000 included Carlos Santana, Ricky Martin, Christina Aguilera, Jennifer Lopez, Enrique Iglesias, and Marc Anthony. Baseball's top pitcher for 1999, Pedro Martinez, home run hitter Sammy Sosa, and golf's teenage sensation Sergio Garcia are just a few who show that Hispanics are a significant part of the culture that is helping to shape America's youth.

On September 17, 1968, Public Law 90-498 authorized the President to annually establish a week in September that includes the 15th and the 16th, as National Hispanic Heritage Week. (31:1) The resolution called upon the people of the United States, especially the educational community, to observe such a week with appropriate ceremonies and activities. (31:1) On August 17, 1988, Public Law 100-402 amended Public Law 90-498 and lengthened National Hispanic Heritage Week to National Hispanic Heritage Month. (31:1)

In 2000, the celebration will be from September 15th until October 15th. This year's theme, "Children...Our Future," encourages us to look at children not only as future citizens, but also as future members of the military. Since the youth of today will be the leaders of tomorrow, the status of Hispanic youth, as well as all Hispanics in the United States and military Services, will be examined.

The purpose of this publication is to assist employees of the military Services increase their awareness of and knowledge about Hispanics beyond what they see in popular culture. It includes an overview and update of Hispanic demographics in the United States and in the Services. The publication also discusses a few cultural issues and provides information intended to help organizations enlighten their members during their observance of Hispanic Heritage Month.

HISPANICS IN THE U.S.

Children Indicate Continued Growth for Hispanics

The definition of the word Hispanic is a source of much discussion. The Department of Defense uses the following definition: "A person having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, Central or South America, or of other Spanish cultures, regardless of race." (11:E2.1.8.4) According to the October 30, 1997 Federal Register submission, the Office of Management and Budget Statistical Policy Directive No. 15 defines Hispanic as persons who trace their origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures. (15:1) The directive also modifies the term Hispanic to Hispanic or Latino and allows the term Spanish Origin to be used as an alternative. (15:9) It also recognizes Hispanic or Latino as an ethnicity, not a race, and provides the choice between a two-part question that separates race and ethnicity or a combined format that lists Hispanic or Latino in a single

question along with American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. (15:13)

In its publications, the U.S. Census Bureau adheres to the guidelines in the Federal Statistics Directive No. 15 (43:1) and considers the Hispanic classification as an ethnicity, not as a race since people of Hispanic origin may be of any race. (43:1) Using this definition, a review of the data shows that the population of Hispanics in the United States continues to grow both in numbers as well as percentage of the overall population. In 1990, 22.4 million Hispanics in the United States comprised almost 9 percent of the national population of 250 million people. (45:2) By November 1, 1999, the Census Bureau estimated that the number of Hispanics grew to almost 31.8 million or 11.6 percent of the population. (29:2)

A look at the age distribution of Hispanics and the number of Hispanic children suggests that the U.S. will continue to see a trend of increasing Hispanic representation. In 1990, 70% of Hispanics were younger than age 35 compared to 50% of non-Hispanics. (45:4) Forty percent of Hispanics were under 20 years old compared to 28% of non-Hispanics and 5% were over 65 compared to 13% of non-Hispanics. (45:4) In a 1996 report, the President's Advisory Commission on Educational Excellence for Hispanic Americans noted that data projections based on the 1990 Census suggest Hispanic American children (combining children on the continent and on the island of Puerto Rico) are already the largest minority school-age population. (36:1)

A 1999 report from the Federal Interagency Forum on Child and Family Statistics supports this statement. The report, titled *America's Children: Key National Indicators of Well-Being*, showed that Hispanics increased representation for children under age 18 from 12% in 1990 to 15% in 1998. Black children also represented 15% in 1998, making Hispanics and Blacks the largest minority groups. (14:69) However, projected figures of 16% in 2000, 19% in 2010 and 22% in 2020 will make Hispanics children the largest minority group beginning in the year 2000. (14:69)

The growth in representation by Hispanics among children suggests that in future years Hispanics will represent a larger percentage of the total population. U.S. Census Bureau growth projections for Hispanics in the total population support this statement and are consistent with the data about children. The bureau estimates that Hispanics represent 11.4% of the population in 2000 and will surpass Blacks as the largest minority group by 2010 at 13.8% of the population. (44:19) The increasing trend is projected to continue to 17.6% of the total population in 2025 and 24.5% in 2050. (44:14)

About the Hispanic Population

The largest groups within the Hispanic classification are people of Mexican, Puerto Rican, and Cuban descent. In 1990, about 61.2 percent of Hispanics were of Mexican descent, 12.1 percent were Puerto Rican, and 4.8 percent were Cuban. (45:4) Central Americans represented about 6% of the total Hispanic population and South

Americans were 4.7%. (45:4) The largest nationalities represented among Central Americans were Salvadorans, Guatemalans, and Nicaraguans. The largest groups represented amongst South Americans were Colombians, Ecuadorians, and Peruvians. (45:4) Spaniards represented 4.4% and Dominicans represented 2.4% of the total Hispanic population. (45:4)

For the period 1951 to 1997, the largest group of immigrants from any single country was from Mexico (44:11), which suggests that the United States will continue to see an increasing number of Hispanics over the next several years. Employment projections from the Bureau of Labor Statistics make a similar suggestion: Hispanics will increase their share of the labor market between 1998 and 2008 from 10% to 13% and become larger than the Black labor force by 2008. (41:1)

In 1990, 34.4% of Hispanics lived in California, 19.4% in Texas, 9.9% in New York, 7% in Florida, 4% in Illinois, 3.3% in New Jersey, 3.1% in Arizona, 2.6% in New Mexico, 1.9% in Colorado, and 1.3% in Massachusetts. (45:3) Most Hispanics lived in the Southwestern states. (45:3) Nearly 40% of New Mexican residents, 26% of California and Texas residents, 20% of Arizona residents, and 10% of residents in Colorado, New York, Florida, and Nevada were Hispanic. (45:3)

HISPANICS IN THE DEPARTMENT OF DEFENSE AND U.S. COAST GUARD

Hispanics have long been an integral part of the military, making immeasurable contributions and receiving 38 Congressional Medals of Honor. (32) In 1999, Hispanics represented a smaller percentage of the military than of the total United States population, but continue their trend of increased representation. In September, 1999, 7.7% of U.S. active duty forces (including Coast Guard personnel) were Hispanic (10:2), up from 7.2% in September 1998 (9:12), 5.8% in 1995 (8:12), and 4.6% in September 1990. (7:24) The Reserves showed a similar trend of increasing representation with 5.5% of reservists being Hispanic in September 1990 (7:21), 6.3% in 1995 (8:19), 6.8% in September 1998 (9:19), and 7.1% in September 1999. (10:31) Hispanic civilians in the Department of Defense decreased in terms of percent representation from 6.2% in 1998 (9:33) to 6.0% in 1999 (10:68) but were still higher than the 1995 figure of 5.9%. (8:31)

Hispanics in the Senior Ranks

In 1999, the percentage of Hispanics at each rank generally declined as seniority increased for both military and civilian positions. (10:2, 68) In September 1999, 7.7% of all active duty military personnel were Hispanic, but only 3.8% of active duty officers were Hispanic compared to 8.5% of enlisted personnel. (10:2) While a lag in Hispanic representation existed in the active officer ranks compared to the overall force, the representation of Hispanic officers continued to increase. The percentage of Hispanic commissioned officers on active duty rose from 0.9% to 3.1% (28:iii) during the period from 1977 to 1997, and continued to improve to 3.8% by September 1999. (10:2)

Hispanic representation at the more senior officer ranks has shown an improving trend over the past several years, rising from 1.2% in 1987 for officers O-4 through O-6 to 2.5% in 1997 and from 0.5% in 1987 to 1% in 1997 for officers from O-7 through O-10. (28:10-11)

The active duty enlisted ranks showed less in Hispanic representation as grade increases. In each of the paygrades for E-1 through E-3, Hispanics represented at least 11%. (10:2) The number decreased to 9.5% for E-4, 7% for E-5, and then varied anywhere from 4.9% to 5.8% for paygrades E-6 through E-9. (10:2) Despite the differences, the numbers did show improvement since 1995 when Hispanics represented 6.1% of E-4's, 5.5% of E-5's, and varied from 3.7% to 5.2% for E-6 through E-9. (8:12)

An examination of Department of Defense civilian employee statistics in 1999 revealed a similar trend. Hispanics represented 21.6% and 12.4% of GS-01's and GS-02's, respectively, but represented only 2.5% and 2% of GS-14's and GS-15's, respectively. (10:68) Representation at the higher ranks did show improvement since 1995 when Hispanics were 2.1% and 1.3% of GS-14's and GS-15's, respectively. (8:31)

...THE FUTURE

Our Future Officers: Accession Programs

One indicator of the Department of Defense's ability to sustain progress in Hispanic representation among active duty officers is representation in officer accession programs. In 1997, even though the military officer corps was 3.1% Hispanic, 4% of all accessed officers were Hispanic (28:21) suggesting that the percentage of Hispanic officers on active duty will continue to increase. A look at some of the larger accession programs, such as the Service academies, Reserve Officer Training Corps (ROTC), and Officer Candidate School/Officer Training School (OCS/OTS), also show an increase in the representation of Hispanics from 1990 to 1997. The increase in the larger programs suggests a parallel increase in Hispanic active duty officer representation over the next few years. (28:23)

Low Supply: Recruiting and Retention Challenges

Although there has been some recent improvement, the Department of Defense continues to be challenged in finding enough people to meet recruitment and retention needs. In his annual report to the President and Congress for 2000, Secretary of Defense William Cohen reported:

> Recruiting has been challenging over the past several years. It was especially so in FY 1999 because of a robust economy, increased interest among potential recruits in attending college, and fewer veterans to serve as role models. During 1999, the Army fell short of its recruiting mission by about 6,300 and the Air

Force was short slightly more than 1,700 new recruits. The Army Reserve missed its objective by 10,300 recruits; the Naval Reserve missed its goal by 4,700 recruits; the Air Force Reserve failed to achieve their recruiting goal by about 2,000 recruits. (6:Ch10, pp.1-2)

Secretary Cohen did cite some progress, "The Navy and Marine Corps achieved recruiting requirements in FY 1999 as did the Army National Guard." (6:Ch 10, pp.1-2) The Marine Corps Reserve actually achieved 101% of its goal and the Air National Guard achieved 99% of their goal. (6:Ch10, pp.1-2) The 1999 Youth Attitude Tracking Study (YATS) shows that overall, the propensity of youth for military service was higher than in the past few years. (6:Ch10, p.2)

Carol DiBattiste, Undersecretary of the Air Force, acknowledged personnel shortages when she stated, "Retention is our number one problem right now." (21:1) Retention is important to the Services because it is expensive to recruit and train a replacement for each person who leaves. The Army, for example, pays about $35,000 to get each new soldier through recruitment and the first stages of training. (37) The Chief of Naval Operations, Admiral Jay Johnson, acknowledged positive signs in retention and that "retention is showing some signs of improvement," but also stated that "recruiting remains difficult." (47:4)

The economy was a contributing factor to the Defense Department's recruiting difficulties. With an unemployment rate of 4.1% in February 2000, the U.S. economy experienced five consecutive months of jobless rates below 4.2% (42:1) and offered a consistently challenging environment in the first third of fiscal year 2000. In addition, data from the Bureau of Labor Statistics showed a 2.8% decline from 1988 to 1998 of 16 to 24 year-olds in the civilian labor force. (41:1) Projections show an increase in this age group from 15.9 % to 16.3% of the total civilian labor force from 1998 to 2008. (41:1)

High Demand

Demand for people did not decrease as the military continued to have a high operating tempo (OPTEMPO) and personnel tempo (PERSTEMPO) in 1999. (6:1) Some of the operations contributing to the high OPTEMPO occurred in Spanish-speaking areas such as Central America, where U.S. forces provided medical assistance to Guatemala and helped build infrastructure in Honduras. (35) The military provided assistance after mudslides in Venezuela and helped Colombia and other Andean, Caribbean, and Latin American countries in their efforts to fight drug trafficking. (35)

The military continues to maintain bases in Spanish-speaking locations such as Spain and Puerto Rico and participates in multi-lateral naval operations with Spanish-speaking nations where the presence of Spanish speaking troops is an asset. (12, 48)

Dr. Stephen Knouse, an Industrial/Organizational Psychologist with the University of Southwestern Louisiana, argues that the recruitment of native Spanish

speakers would be the most cost-effective way for the military to meet the increased demand for troops who are bi-lingual in Spanish and English. Knouse argues that in the aggregate, the military would pay less to teach English to native Spanish-speaking people than it would be to teach Spanish to native English speakers. (21:432) He stated that, "Hispanic social support networks tend to reinforce the use of both Spanish and English, while Anglo networks only reinforce English." (21:432)

Civilian businesses also have a need for Spanish and English bilingualism. They see bilingualism as a boost for business (50:1) because it helps appeal to the Hispanic market by making native Spanish speakers more at ease with someone who speaks their own language. (50) Employers who have gone into the Latino community to fill jobs (50) also recognize that it helps to have someone who can communicate with Hispanics when trying to gain access to a larger labor pool in a tight labor market. (50)

The Small Business Association (SBA) listed a few indicators that show an increase in civilian business opportunities/alternatives for Hispanics.

- In 2000, the SBA tripled both the amount and number of loans it guaranteed to Hispanic businesses.
- Hispanic-owned businesses grew 83% from 1987 to 1992 compared to 26% for the overall average.
- From 1992 to 1997, the SBA increased by 149% the number of loans to Hispanics under the 7(a) and 504 loan programs. (49)

Colleges and universities are also competing for many of the same people the military seeks. A report from *The Hispanic Outlook in Higher Education* states that universities and colleges, including those in the Ivy League, vie for the nation's top minority students and try to outdo one another to attract and retain them. (1:8) Dr. Steve Sellman, Director of Accession Policy at the Defense Department, confirmed that demand has increased for the people that the military needs to recruit and retain.

> The combination of a lucrative job market and increasing college attendance means the Services cannot be assured over the next five to 10 years that the traditional pool of prospective recruits will be large enough. (25)

Closing the Gap

In today's competitive labor market, with continued low national unemployment rates, the Department of Defense cannot afford to overlook any group of people, especially one that continues to grow. In an *Army Times* column, Lt. Col. Rick Ballard, a member of the U.S. headquarters staff, states that the military must appeal to all demographic segments of the youth population if it is to meet it's staffing requirements. (4:1) One way to attract a wider pool of recruits is for the DoD to continue to actively

recruit and retain Hispanics who are available and willing. (25) Although the February 2000 national unemployment rate was 4.1%, the unemployment rate for Hispanics was 5.7%. (42:1) In 1999, both Hispanic males and females showed the highest propensity to join the active duty military. (6:Table F-20)

Army Secretary Louis Caldera recognized the need to pursue Hispanic recruits actively when he stated in a July 16, 1999 speech to the League of United Latin American Citizens (LULAC), "We can't fill the ranks if we are not tapping into the fastest growing demographic group in the nation." (32) In the same speech, he announced initiatives to increase recruitment and retention of Hispanics which included:

- increasing investment in stay-in-school programs and advertising;
- expanding Junior ROTC, adding 50 new high schools a year every year for the next five years;
- doubling the Spanish language media advertising program to better reach the Hispanic-American market;
- holding summits in San Antonio, Los Angeles, Miami, and Chicago with Hispanic-American national and local civic leaders, educators and youth group leaders, and congressional leaders from throughout the country to get the word out about ROTC, West Point, and enlisted opportunities in America's Army; and
- having an Army Week in El Paso. (32)

He also recognized the lower Hispanic representation in the higher ranks when he stated, "It takes 20 to 30 years to grow a general. If we're going to have Hispanic leaders tomorrow, we've got to start now." (22) In a February 2000 speech, Caldera announced computer-based, distance learning college credit opportunities for soldiers and announced progress by pointing to the doubling of Hispanic admissions to West Point. (34)

In his 2000 Annual Report to the President and the Congress, the Secretary of Defense listed initiatives designed to address personnel difficulties including:

- authorization for the Services to increase both enlistment bonuses and Service college funds to the statutory maximums;
- an increase in the number of production recruiters;
- an increase in recruitment advertising;
- formation of a joint-Service working group to find ways to reduce first-term attrition;

- initiation of a two-year recruiting reengineering effort to
  --test and evaluate initiatives to identify and create new market opportunities,
  --use technology to improve recruiter efficiency and effectiveness,
  --and reduce attrition;

- and sponsoring a comprehensive review of recruiting advertising programs. (6:ch10, p2)

The Navy, in an effort to close the gap, has developed web pages to promote opportunities and improve retention: http://www.cnrc.navy.mil/diversity/diversity.htm, and http://www.cnrc.navy.mil/diversity/pages-htms/Upward Opportunities.htm.

CULTURAL CONSIDERATIONS

The drawing of broad generalizations about large groups of people risks overlooking individual differences within the group. This is especially the case with a group as diverse as Hispanics. Acknowledging and adjusting for those differences might make a positive impact when managing, working with, or recruiting Hispanics. Therefore, there are a some issues worth discussing.

The term Hispanic is not universally accepted by those who may be considered Hispanic. Some, who are considered to be Hispanic according to the Office of Management and Budget's Statistical Directive No. 15 definition, may prefer to use a different term to describe their heritage. Some prefer the term Latino or Latina instead of Hispanic to describe themselves while others identify more with their nationality. The Census Bureau did point out that a substantial number of persons (roughly 9.8 million) did not specify a racial group... (and that) a large majority of these persons were of Hispanic origin (based on their responses to a separate Hispanic origin question on the form, and many wrote in...Mexican or Puerto Rican) as their race. (30)

Diversity within the group considered as Hispanics is one reason why differences exist in how people identify themselves. In the United States, the three largest Hispanic groups are Mexicans, Puerto Ricans, and Cubans.

- **Mexicans** - People of Mexican origin represented 61.2% of the U.S. Hispanic population in 1990. (45:4) Of those individuals, 58% lived in the West and 32.2% lived in the South. (44:32) Even within this group, individuals identify themselves differently: 62% of people of Mexican origin identified themselves as Mexican, 28% identified themselves as Hispanic or Latino, and 10% as American. (18:911) The earliest inhabitants of Mexico are believed to have been hunters who migrated from Asia approximately 18,000 years ago. Over time, they built highly organized civilizations such as the Olmec, Teotihuacan, Mayan, Toltec, Zapotec, Mixtec, and Aztec societies. The majority were accomplished in art, architecture, mathematics, astronomy, and agriculture. (18:905)

- **Puerto Ricans** - Puerto Ricans represented 12.1% of the U.S. Hispanic population in 1990. (45:4) While 16.8% of all Hispanics lived in the Northeastern United States, over two-thirds of the total Puerto Rican population lived in that region. (44:32) Most Puerto Ricans are of Spanish ancestry. Approximately 70 percent of the population is White and about 30 percent is of African or mixed descent. (19:1129-1130)

- **Cubans** – Cubans represented 4.8% of the U.S. Hispanic population in 1990; 70.5% lived in the South and 17.6% lived in the Northeast. (45:4,44:32) Cuban Americans, as a group, have a higher median family income and education level than the average for all Hispanics. (17:387) Cuban people are descendants of Spanish colonizers and of African slaves. (17:384)

Identification of individuals who are considered Hispanic extends beyond nationalities for some people. In a U.S. News Special Report (39) titled *Hispanics Don't Exist*, the author identifies 17 major Latino subcultures in the United States

- Californians: Immigrant Mexicans, Middle-class Mexicans, Barrio dwellers, Central Americans of Pico Union;

- Tejanos: South Texans, Houston Mexicans, Texas Guatemalans;

- Chicago Latinos: Chicago Mexicans, Chicago Puerto Ricans;

- Miamians: Cubans, Nicaraguans, South Americans;

- Newyorquinos: Puerto Ricans, Dominicans, Colombians;

- Elsewhere in the U.S.: New Mexico's Hispanos, and migrant workers.

Acculturation

Varying degrees of acculturation can also lead to differences among Hispanics and even within Hispanic sub-groups. Acculturation is defined in one study as the transfer of one culture from one group of people to another group of people. (27:224)

> Within the context of the United States where Anglo Americans constitute the majority or dominant group, those of non-Anglo-American backgrounds are said to have become acculturated to the American life-style when they have acquired the language, customs, and values of the Anglo-American culture. (27:224)

For instance, an article that reported Cubans having higher incomes and education levels on average than other Hispanics also pointed out that the more recent (i.e., less acculturated) migrants to the United States experienced significantly less success as a group compared to Cubans who had immigrated years earlier. (17:387)

Since the degree of acculturation may influence an individual's attitudes, priorities, preferences, and values, it might also be something for co-workers, managers, and recruiters to consider.

- A study of Hispanic and non-Hispanic Navy blue collar civilians found that acculturation is a factor in job performance. An important job-related component of acculturation is the ability to communicate in English poor English skills and lack of education are two major reasons for Hispanic labor-market difficulties. (13:414)

- In playing a game, Mexican children were the most cooperative, Mexican American the next most, and the Anglo Americans were the least cooperative suggesting that increased acculturation is associated with increases in competitiveness. (27:230) The findings might also suggest that Hispanics prefer a more supportive work environment. (21:428)

- Second-generation Puerto Rican women living in the United States were less traditional in their perception of sex-roles and more assertive than first-generation women. (27:229)

- Less acculturated Hispanics felt more strongly than more acculturated Hispanics toward family obligations, family support, and the need to consult with family members when making important decisions. (27:233)

Some acculturation studies reveal similarities and shared differences from other Americans.

- According to the study of the Navy's blue-collar civilians, the less acculturated Hispanic group reported a significantly higher need for role clarity than did the non-Hispanic White group, but not significantly higher than the more acculturated Hispanics. (13:412)

- Anglo Americans were more likely to seek help from friends, neighbors, and co-workers, whereas Mexican Americans generally refrained from seeking help from such sources. Mexican Americans turn to primary kin for most support, although second and third generations tend to use a more extended family network. (27:231)

Importance & Influence of Family

Hispanics tend to look to the family for support and identification (21:429) more so than the average Anglo American. Even after accounting for varying degrees of acculturation, findings from one study suggest that family support is the most distinctive dimension of Hispanic(s). (27:233) The fact that Hispanics tend to take family attachment into account in the decision to join the military suggests that family concerns

are important when making decisions about other issues such as reenlistment and application for commissioning. (21:429) In a *Focus* magazine article, Army Colonel Hector Topete stated that, "There also appears to be a cultural block, within Hispanic families, to the idea of women going into the Army." (40:6)

The importance of family is also illustrated in the following observation from Hispanic focus groups conducted at the Joint Center for Political and Economic Studies in Washington, DC:

> The overwhelming majority of participants in the non-ROTC and non-officer focus groups did not grow up with any veteran family members. Conversely, the majority of focus group participants who were ROTC cadets, West Point cadets, or officers in the Army had immediate family members who were veterans. (40:6)

The Army's decision to shorten overseas Reserve tours to ease the strain that a rising number of calls to active duty have had on reservists and their families (3, 26) can be considered one Defense Department effort to improve its appeal to family-oriented Hispanics.

Education

As the percentage of Hispanic children in the U.S. increases, so does the importance of education to the future of Hispanics. U.S. Secretary of Education, Richard W. Riley, recognized this significance in his remarks to the Bell Multicultural High School in Washington, DC, and used the increased representation of Hispanic children to highlight the importance of education in the coming century. (46:3) Several facts related to education are worth noting:

- 31% of Hispanic compared to 48% of all children ages 3 to 4 were enrolled in preschool in 1997, up from 24% and 30% in 1980. (14:98)
- 39% of Hispanic compared to 57% of all children age 3 to 5 were read to every day in 1996. The figures improved from 37% and 53% in 1993. (14:97)
- 67% of Hispanics compared to 86% of all people 18 to 24 years old had their high school diploma or equivalent in 1997 compared to 57% and 84% in 1980. (14:102)
- Of those who did complete high school, 17% of Hispanics compared to 31% of all people ages 25 to 29 went on to finish a bachelor's degree or higher in 1998, up from 7% and 27% in 1992. (14:104)
- Hispanic children were up to four times more likely than White children to be living in poverty. (14:73, 16:3A)

- 64% of Hispanic versus 68% of all children under age 18 had two parents present in their households in 1998. In 1980, the numbers were 75% for Hispanics and 77% in the total age group. (14:71)

- According to the Secretary of Defense's 2000 Annual Report, 32% of Hispanic males and 33% of Hispanic females rated "Educational Funding" as the reason for joining the military. This was also the top reason for Hispanics as well as every other ethnic group, male and female. (6:Table F-21)

Gender Roles: Machismo

One term that is sometimes associated with Hispanics, particularly when discussing the military, is machismo. (5:315) One study defines machismo as the broad specific beliefs, attitudes, and behaviors that have been traditionally ascribed to men. (5:319) Some believe that the term is relevant to the military's failure to meet recruiting goals because the military's macho image is being diluted. (38:A20) According to an article in the *Wall Street Journal*, retired Army Lieutenant General Marc Cisneros and others suggest that Hispanics are perhaps more sensitive than the general population to a dilution of the warrior culture. (38:A20) The article suggests that the Marines are more successful than the Army in appealing to Hispanics because they are perceived as macho guys. (38:A20)

The authors of the machismo study believe that traits consistent with Hispanic machismo are nearly universal, in that they can be found in most, but not all, cultures worldwide. (5:318-319) They also pointed out that differences in the definition of machismo exist across almost all cultures and can vary across cultures and within subgroups of specific cultures. (5:320) This is consistent with the view that acculturation can affect values. The authors state that machismo is not found solely among Hispanics. (5:328) They also present the argument that Hispanic machismo is on the decline as a result of acculturation, modernity, and/or economic advancements. (5:320)

CONCLUSION

As the Hispanic population continues to increase its representation in a tight labor market, the Services will likely continue to increase their percentage of Hispanic representation to meet personnel needs. As Hispanics increase in the military, members of the Services will have more opportunities to increase their understanding of Hispanic diversity and culture.

As stated by Vice Admiral Patricia Tracey, Deputy Assistant Secretary of Defense for Personnel, "The Hispanic population is not homogeneous, although we talk about it as if it were. You have different groups with different attitudes... values... aspirations and motivations. We need to be sensitive to each group." (20) Sensitivity includes

awareness of issues such as acculturation, since it is also important in determining whether an organization is recruiting from the full Hispanic population or only from an acculturated portion. (13:414) Heightened awareness and sensitivity are important parts of the effort to improve retention and recruitment, since they will help ensure access to the entire pool of Hispanics.

Hispanics represent a significant portion of today's military Services and serve at virtually every level from E-1 to Service Secretary. One of the most recent recipients of the Congressional Medal of Honor, Mr. Alfred Rascon, is Hispanic. (33) A look at our nation's children makes it clear that Hispanics will at least continue, if not increase, their contributions to the military and to the United States in the future. All members of the Services can recognize the growing impact of Hispanics by taking advantage of learning opportunities during this year's Hispanic Heritage Month.

APPENDIX – Information to help units promote Hispanic Heritage Month

WEB SITES

- www.HispanStar.com
- http://www.hisp.com/
- http://www.sba.gov/outreach/hisp/ Small Business Administration Outreach Initiatives
- http://www.ushcc.com/U.S. Hispanic Chamber of Commerce
- National Latino Children's Institute http://www.nlci.org/common/index.htm
- Hispanic Biz http://www.hispanicbiz.com/
- http://www.hispanicheritagemonth.org/
- The Americas Foundation http://www.theamericas.org/
- A copy of the report Our Nation on the Fault Line: Hispanic American Education, September 1996 http://www.ed.gov/pubs/FaultLine/
- http://childstats.gov
- http://www.hispanic-research.com/

POLITICS:

Puerto Rican patriot and poet, Lola Rodriquez de Tio was the first Hispanic woman sent into political exile in 1877 for her participation in the Puerto Rican independence movement from Spain. (22:113)

In 1935, Dennis Chávez became the first Hispanic elected to the U.S. Senate, and held that Senate seat until his death in 1962. Chávez introduced the Fair Employment Practices Bill, an important predecessor of the Civil Rights Act. (2)

In 1985, Henry B. González became the first Mexican American in more than a century to be elected to the Texas State Senate. In 1961, he was elected to the U.S. House of Representatives and served there until December 1998, becoming one of the longest tenured representatives in U.S. history. (2)

Joseph Montoya, the late U.S. senator from New Mexico, was elected to the State Senate in 1940 and the U. S. House of Representatives in 1957. He became a senator in 1970, was a member of the Senate committee that investigated Watergate, and was one of the sponsors of the Bilingual Education Acts passed by Congress in 1968 and 1974. (2)

In 1983, Federico Peña became the first Hispanic mayor of Denver, Colorado. In 1992, when President Clinton chose Peña to head the U.S. Department of Transportation, he became the first Hispanic to hold that position; and in 1997, he became the first Hispanic to serve as U.S. Secretary of Energy. (2)

In 1992, Bill Richardson, of New Mexico, became the first Hispanic in congressional history to serve in a House leadership position, serving as chief deputy

whip. He later was appointed U.S. Ambassador to the United Nations, and now serves as U.S. Secretary of Energy. (2)

Edward R. Roybal was elected to the U.S. Congress from California in 1962 and served for more than three decades. Roybal has been considered a national leader in securing adequate health care and housing for older Americans. (2)

ENTERTAINMENT:

Rita Hayworth made her screen debut in 1935. She was the first Hispanic actress to be considered a model of American beauty, dubbed "The Great American Love Goddess." (22:60-61)

In 1952 Desi Arnaz was the first Latino to be the star of a television comedy when he began his nine-year role as I Love Lucy's Ricky Ricardo. The Cuban actor's big break came in 1939 when he starred in the musical *Too Many Girls* and met his future wife and co-star Lucille Ball. (2)

Plácido Domingo, Spanish operatic tenor, is best noted for his warm voice and his interpretation of lyric roles in Italian opera. Among his most famous roles are Don José in Carmen, Canio in Pagliacci, and Pinkerton in Madame Butterfly. (2)

Jerry García was best known as lead singer and guitarist of the psychedelic rock group, The Grateful Dead, whose popularity resulted in a cult of followers called Deadheads. García, of Mexican descent, was ranked among the top 10 moneymaking Latino performers when he died in 1995. (2)

Julio Iglesias was the most popular Latin singer of the '70s and '80s, selling over 100 million albums around the world. Known for his smooth, romantic style, he has performed worldwide and has sung in many languages, including Spanish, English, Italian, and French. (2)

Anthony Quinn's film career has spanned more than half a century and includes over 150 films. He is the winner of two Oscars for best supporting actor (for ¡Viva Zapata!, 1952, and Lust for Life, 1956). Quinn is a painter with many exhibitions, and has written his autobiography. (2)

Hispanic pop singer, Selena's 1995 album *Dreaming About You*, entered the Billboard 200 at number one--second highest chart debut sales figures to Michael Jackson's *HIStory*. (22:230)

WRITERS AND ARTISTS:

In 1945, Gabriela Mistral became Latin America's first Nobel Peace Prize winner for poetry. She served many years in the U.S. as an ambassador to the League of Nations and the United Nations for Chile. (22:159)

By 1929, Salvador Dali had become a leader in surrealism. Among his best-known works is *Persistence of Memory*. Dali also made surrealist ventures in films, advertising, and the ballet. (2)

Oscar de la Renta, an internationally acclaimed fashion designer known for his lines of women's clothing, started his own company in 1965. Women such as Jacqueline Kennedy Onassis and Hillary Clinton have worn his designs. (2)

Gabriel García Márquez, Colombian novelist, short-story writer, and journalist, won the Nobel Prize for Literature in 1982. His two masterpieces, *One Hundred Years of Solitude* and *Love in the Time of Cholera*, present his main themes of violence, solitude, and the human need for love, as well as his style, a combination of realism and fantasy. (2)

Octavio Paz was awarded the Nobel Prize for Literature in 1990. The Mexican poet and critic is best known for his depth of insight, elegance, and erudition. While primarily a poet, Paz won the most fame for his meditation on Mexican culture, *The Labyrinth of Solitude*. (2)

Pablo Picasso, Spanish painter, sculptor, graphic artist, and ceramist, is generally considered the foremost figure in 20th century art. His 80-year career was marked by a wide range of styles, including his blue period and his development of Cubism, as well as his masterpieces such as *Guérnica* and *Les Demoiselles d'Avignon*. (2)

Diego Rivera, Mexican mural painter and husband of Mexican artist Frida Kahlo, was actively engaged in the artistic and political revolutions of his time. Many of his murals deal with the life, history, and social problems of Mexico. In the United States, he is known for his murals in the Detroit Institute of Arts. (2)

MEDICINE, SCIENCE, AND SOCIAL ACTIVISM:

In 1968, Luis Alvarez became the first U.S.-born Hispanic to win the Nobel Prize in Physics for his research on subatomic particles. Alvarez and his son developed the theory that the extinction of dinosaurs was due to the crash of a giant meteor into Earth. (2)

César Chávez, born into a family of migrant workers, is revered for creating the United Farm Workers Union (UFW), the largest of any farm worker union. By launching a huge boycott against table grape growers, he forced them to agree to a union contract in

1970. In 1972, the UFW, with Chávez as president, became a member union of the AFL-CIO. (2)

In 1937, Bert Corona became one of the founders of the International Longshoremen's and Warehousemen's Union. He was one of the main organizers of the Mexican American Political Association, a civil rights organization that fought against racism toward Hispanics. (2)

Dr. Héctor García Pérez, founder of the American G.I. Forum, became the first Hispanic to be awarded the U.S. Medal of Freedom in 1984 for his work on behalf of civil rights for Hispanics. (2)

Dr. Antonia C. Novello was the first woman, and first Hispanic, appointed Surgeon General of the U.S. in 1990, by President George Bush. (22:106)

In 1995, Mario Molina shared the Nobel Prize in Chemistry for work that led to an international ban on chemicals believed to be depleting the ozone layer. (2)

Severo Ochoa, a biochemist, physician and professor, in 1959, became the first Latino to win a Nobel Prize in Medicine for his discovery of the enzymes that help produce nucleic acids and allow scientists to synthesize RNA and DNA. (2)

Edward James Olmos, community activist, producer, director, and Academy Award-winning actor is executive director of a national gang prevention program funded by the U.S. Department of Justice and is the U.S. Goodwill Ambassador for UNICEF. He also is a producer of *Americanos: Latino Life in the United States*, a multi-media project launched this year. (2)

Raul Yzaguirre for more than 35 years has been a key national advocate on behalf of Hispanic Americans. He is the president of the National Council of La Raza, the largest constituency-based national Latino organization. (2)

SPORTS:

Hispanics have made some of their best-known contributions in sports. Among the baseball greats are Hall of Fame's Martin Dihigo, Juan Marichal, Luis Aparicio, Rod Carew, Orlando Cepeda, Buck Canel, and Jaime Jarrin. Who can forget Chicago Cubs Sammy Sosa's spectacular 1998 season when he broke Roger Maris' homerun record in a hot race with Mark McGwire? In football, Cincinnati Bengal Anthony Muñoz was enshrined in the Pro Football Hall of Fame in 1998. In 1995, as manager of the Montreal Expos, Felipe Alou became the first Latino to win baseball's Manager of the Year. (2)

Roberto Clemente, a member of the Baseball's Hall of Fame, became the National League's MVP in 1966 and the World Series MVP in 1971. Playing his entire major league career with the Pittsburgh Pirates, he reached the 3,000-hit peak, had a lifetime

batting average of .317, and hit 240 home runs. He died in a plane crash in 1972 while bringing supplies to earthquake victims in Nicaragua. (2)

In 1951, Minnie Miñoso became the first Hispanic ballplayer in professional U.S. baseball to steal the most bases (31) in a season. With a lifetime batting average of .299, 186 home runs and 205 bases stolen, Miñoso was an active ballplayer during four decades. (2)

In 1963, Chi Chi Rodríguez became the first Hispanic golfer to win the Denver Open. He went on to win seven more major tour victories and PGA Tour earnings of over $1 million. He discovered golf working as a caddy for tourists in his native Puerto Rico. (2)

Lee Treviño, Mexican-American golfer, won the U.S. Open twice (1968 and 1971), the British Open twice (1971 and 1972), the PGA Championship twice (1974 and 1984), and the 1990 Senior Open Championship. He became the first golfer in history to win the British, Canadian, and U.S. Open in the same year. (2)

Rebecca Lobo was the first Hispanic woman to win an Olympic gold medal in basketball at the 1996 Winter Olympics. (22:281)

In 1978, one of the greatest women's golf champions of all time, Nancy Lopez, became the first Hispanic to win the Ladies Professional Golf Association Tournament. (22:292)

BUSINESS:

In 1975, Katherine D. Ortega became the first woman to serve as president of a California bank. She later became Treasurer of the U.S. under President Ronald Reagan. (22:33)

Linda Alvarado is one of the owners of the Colorado Rockies baseball team and owns her construction company. She was one of four women to win the 1993 Sara Lee Corporation's Frontrunner Award. (22:38)

Joseph A. Unanue, owner and president of Goya foods, the largest Hispanic-owned food company in the United States, was recognized in 1996 as one of the wealthiest Hispanic corporate leaders, with a net worth of $444 million. (2)

Roberto C. Goizueta was the CEO of the Coca-Cola Company, where he had begun working in 1954 as a quality-control chemist at the Havana subsidiary. In 1996, he was named the nation's wealthiest Hispanic corporate leader with a net worth of $574 million. (2)

Solomon Trujillo is president, CEO and chairman of U.S. West, a $26 billion company that provides local and long distance telecommunications services to more than 25 million customers in fourteen states. (2)

Emilio Estefan is chairman of Estefan Enterprises and president of artist development for Sony Music Entertainment Inc. The five-time Grammy winner is the owner of Bongos Cuban Café and Larios on the Beach restaurants, as well as the Cardozo Hotel & Café. (2)

EDUCATION:

Jaime Escalante became the first Hispanic teacher to be the subject of a Hollywood feature film. The 1988 film, *Stand and Deliver*, was based on his non-traditional way of teaching advanced math in an inner-city school in East Los Angeles. (2)

In 1983, Roberto Cruz founded the first National Hispanic University, in San Jose, California. (2)

Lauro F. Cavazos, a medical doctor and researcher, became the first Hispanic U.S. Secretary of Education in 1988 and was instrumental in the creation of the President's Council on Educational Excellence for Hispanic Americans. He also served as President, Texas Tech University. (2)

Dr. Américo Paredes, folklorist, writer, and teacher, became the first Hispanic scholar to be awarded the Charles Frankel Prize in 1989 for his contribution to the humanities. He has served as President, American Folklore Society. (2)

MILITARY FIRSTS:

1776: Francis Salvador, a financier from Charleston, South Carolina was the first Sephardic Jewish hero of the American Revolution. He was from a refugee family that abandoned Spain because of persecution by the Inquisition. (22:206)

1779: Jorge Farragut, a seaman born on the Spanish island of Minorca, joined the South Carolina Navy and fought at the battle of Savannah and at the second defense of Charleston. Farragut is thought to be one of the first Hispanic Revolutionary War heroes. (22:207)

1863: The First Battalion of Navy Cavalry was the first Hispanic battalion formed during the Civil War. The unit was formed to take advantage of the extraordinary horsemanship of Mexican Americans. (22:209)

1864: Diego Archuleta became the first Hispanic brigadier general of the U.S., commanding the Mexican militia during the Civil War. (22:210)

1864: The first Hispanic female spy in U.S. history was a Cuban-born woman who disguised herself as a Confederate soldier and served as Lieutenant Harry Buford. Without her husband's knowledge, Loretta Janet Vásquez, from San Antonio, Texas, fought at the Battle of Bull Run. (22:211)

1865: Philip Bazaar, a seaman from Chile, South America was the first Hispanic to be awarded the Medal of Honor. (22:211)

1866: David G. Farragut, the son of a Spanish immigrant, was the first admiral of the U.S. Navy. Farragut is known for his statement made after the victory of Mobile, "Damn the torpedoes! Full speed ahead!" (22:212)

1918: Private Marcelino Serna of Albuquerque, New Mexico was the first Hispanic to be awarded the Distinguished Service Cross for his actions in WWI. (22:212)

1943: Private José P. Martínez of Taos, New Mexico was the first Hispanic to be awarded the Medal of Honor for his actions in WWII. (22:212)

1952: Colonel Manuel J. Fernández Jr. was the first Hispanic flying ace who logged 125 combat missions during the Korean War. (22:213)

1964: Horacio Rivero, born in Ponce, Puerto Rico, was the first Hispanic four-star admiral in the U.S. Navy. (22:213)

1976: Richard E. Cavazos, from Kingsville, Texas, was the first Hispanic general in the U.S. Army. (22:214)

1979: Edward Hidalgo was the first Hispanic to serve as Secretary of the U.S. Navy. Hidalgo was born in Mexico City and immigrated to the U.S. as a child. (22:214)

1981: Everett Alvarez Jr., Deputy Director of the Veterans Administration, was the first Hispanic appointed to the position. (22:215)

1996: The U.S. Navy christened the guided missile destroyer *Sergeant Alfredo González* after a Medal of Honor recipient who was killed in Vietnam. (22:215)

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